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This publication contains the evaluation forms sent by the Florida State Department of Education to school administrators, staffs of other agencies, similar staffs in other states, and parents of disadvantaged children served by Title I programs. Sample responses are given and results summarized. A section is included on in-patient treatment of disturbed children, followed by a section on non-public school participation. An experimental study is then presented comparing pre- and post-treatment scores on a number of standardized tests for children participating in Title I projects. For most measures, statistically significant differences were found in the desired direction. (BP)

ED 026 083

PLEDGED PROGRAM

TITLE I

EVALUATION FORMS

1967-68 SCHOOL YEAR

PART I

TO BE RETURNED TO

OFFICE OF FEDERAL-STATE RELATIONS

BY

SEPTEMBER 15, 1968

FLORIDA STATE DEPARTMENT OF EDUCATION

TALLAHASSEE, FLORIDA

FLOYD T. CHRISTIAN, STATE SUPERINTENDENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ED 026 083

FSRE 68-1

COUNTY PLEDGED

DISSEMINATING INFORMATION ABOUT TITLE I

1. Describe how your county is disseminating Title I information to:

A. School administration and faculties;

Much of the information regarding PLEDGED has been given to the school administration this year by means of observation of PLEDGED in action. Various persons in the administration have been invited to attend the evaluation staff meetings at particular schools; school officials have visited some of the PLEDGED resource classrooms to watch the teacher at work with the children.

In each of the schools that has PLEDGED classroom and resource teacher, the school principal and the regular classroom teachers are participants in the PLEDGED evaluation staff meetings. Also throughout the year, the members of the PLEDGED team of teacher, psychologist and social worker have met with principals and faculty members to explain the Program, work out special plans for a particular child, work out any problems that may develop.

The PLEDGED Handbook is the only official source of written information that we have given out. It has been given to school principals who work with PLEDGED.

B. The staffs of other agencies and organizations:

1. Speeches by coordinator to Sertoma Club, P-TA, Psychology Class at Junior College, Navy Wives Club, group meeting with representatives of local agencies.

2. Speech by assistant coordinator - North Jacksonville Optimist Club.

3. Speech by head teacher - First Christian Church of the Beaches.

4. The PLEDGED psychologist and chief social worker conducted a panel discussion at one of the elementary schools served by PLEDGED.

5. The assistant coordinator and chief social worker presented the screening process for elementary school children used by PLEDGED to a class of teachers working for certification in Exceptional Child Education.
6. The chief social worker talked to a class of teachers on the methods PLEDGED uses to involve parents in the program.
7. A social work staff member talked to a school faculty on the work of PLEDGED in the Duval County elementary schools.
8. Two social work staff members conducted programs for local agencies. These are described in FSRE - 68-6 of this evaluation.

C. To Other Counties of States:

1. Guided tours through PLEDGED facilities of 60 teachers and administrators from throughout Florida during State CEC Convention held in Jacksonville.
2. Attending National CEC Convention in New York and discussin program.
3. In answer to a specific request from the Maryland State Department of Education, eight members of their Department of Exceptional Child Education came to Jacksonville to see the PLEDGED classes and learn about the program. Packets of information were distributed which contained reports of our special projects as well as the PLEDGED Handbook.
4. The Pittsburgh, Pennsylvania Public School System requested and received a written report of the PLEDGED "Home-School."
5. Florida A. & M. University invited a member of the PLEDGED social work staff to present a paper and discuss Environmental Influences Which Affect Learning of Disadvantaged Negro Children.
6. The social work consultant to the Florida State Department of Education talked to the state juvenile court judges about how PLEDGED

the teacher, social worker, psychologist team in working with disturbed children.

2. What new public information or information disseminating programs have been developed in your county in the past year?

There is none that PLEDGED is aware of at this time.

3. Describe your most effective or most promising method of building community interest in your Title I Programs.

PLEDGED has not developed anything specific in this area this year.

FSRE 68-3

COUNTY DUVAL PLEDGED

PROGRAM PARTICIPATION 1967-68 SCHOOL YEAR

NUMBER OF CHILDREN WHO PARTICIPATED IN TITLE I PROGRAM BY GRADE LEVEL

GRADE LEVEL	PUBLIC SCHOOL	NON-PUBLIC SCHOOL	OUT OF SCHOOL YOUTH	TOTAL
PRE-K	NA			NA
K	4			4
1	130			130
2	142			142
3	301			301
4	182			182
5	147			147
6	144			144
7	NA			NA
8	NA			NA
9	NA			NA
10	NA			NA
11	NA			NA
12	NA			NA
UNGRADED	NA		5	5
TOTAL	1050		5	1055

FSRE 68-4

COUNTY PLEDGED

FEELING REACTION

How the people feel about that which has been accomplished under Title I for educationally disadvantaged students is very important. Please afford us the benefit of your thinking. We would appreciate receiving any human interest items, anecdotes, etc., that you have available.

We have two sources of facts about how some people feel about that which PLEDGED has accomplished, the regular classroom teachers written evaluation of children in the PLEDGED resource class in their school, and the parents written evaluation of the PLEDGED Program as it benefitted their child.

Four hundred seventy (470) parents completed the evaluation forms for parents at the end of the year.

Approximately 700 forms for parent's evaluation of the program were sent out at the end of the 1967/1968 school year. 459 parents returned the completed form. Of the 459, 16 expressed disapproval of the program and felt that their child was not helped in any way or was worse. The remaining 443 said that their child had improved in some areas; the majority expressed wholehearted approval.

The following are some direct quotes from the parents comments.

"There has been an amazing change in T's behavior, attitude, in everything, since being in the resource class. I am so thankful he has this opportunity."
"T has always been eager to attend this class and talked about it constantly."
"I think C has made a lot of progress in the last three months. Has more self reliance and sureness." "I would like to thank each of you for what you have did in helping my child in this Special Class. May God bless you all."
"I do not think it will be fair to the program for me to answer most of these questions. P was doing fine in the middle of the year, But seems Worse now than than at the beginning of the year. He seems a little more relaxed now than he was a few weeks ago."
"My child has improved So much in the Past Year I canot ExSplain Words For thanks May the good Lord Bless Every one."
"I think that B improved much Better bye attend This special Class and I am real happy with her improved."
"And I think you For What you have Done For G. he is better at home. and he can go to the store with a list and order grocery. by him self, think you and you."

"before C. started seeing Mrs. B. he did not want to go to school at all. Now he loves to go and enjoys learning. I hope he can go on with Mrs. B. as long as he attends W.A. school."

"We as parents are so thankful for the help our son have received in the new program. We sincerly hope and pray that our school can continue to have such a program next year. So many need that kind of help." "Thank you"

"I am very greatfull for the help T. and I have received. "Thank you very much"

"I think the extra help given my child D. Has helped her to be unafraid of other people she enjoys being around people more would like to have her entered next term if at all possible."

"I'm really proud of the Improvement R. has made in his school work. Without your help. Believe his work would have reamined the same. Do hope they keep this program going."

"M. has been up and ready to go to school Willing since being in this program. "Would like for her to attend summer school." "Thank you so much."

"S. does not get angry as quick as she use to."

"I did not realize that H would need this program again this year, but I do feel that he benefits a great deal from it. He needs an outlet and this seems to provide some for him. Especially working with the clay etc. I'd like to take this opportunity to thank you for all that you have done for him."

Another area in which feelings of parents toward the PLEDGED Program were demonstrated and recorded was in the reports of the parent group meetings. The following is one staff social worker's brief summary of her work in parent groups in 1967/1968 school year:

In the past 12 months we have tried two types of parent groups. The first, a parent education-discussion group, was used with some success in areas where more middle class families lived. These parents had sufficient anxiety and the verbal skills to express their feelings in a group situation.

The second type, parent activity groups, were used with some success in areas characterized by remoteness-physical and/or social - which seemed associated with the parents verbal limitations. Simple handcraft activities seemed to promote a natural flow of conversation on topics of common interest. A lay volunteer was successfully used in one of these groups and added a note of "prestige" that someone from a "nice" part of town enjoyed meeting with them.

Evaluation

Comments from the first type group were often favorable. One mother of a large, subteen girl felt the group meetings helped her to establish verbal communication with her daughter - "When we can talk again I really no longer care that her grades are not as good as they should." Another working mother who arranged to get off work to attend the parent group meetings expressed satisfaction that she had changed her way of handling all her children and that "the group meetings made me feel like a better parent..."

The second type group produced some marked changes in parental participation in school and community. One mother became a block leader in an economic opportunity neighborhood program. Another mother began going on kindergarten field trips and helped prepare the barbecue for a fund-raising school project. Yet another mother joined a weight watcher's group. None of the women had previously voluntarily participated in school or community activities other than church. We felt that these mothers would have to receive help for themselves before the children would show improvement. However, one of these mothers stated "they have done a good job with my son, what I could not do by myself." The other mothers checked the evaluation forms positively but did not write in any comments, which would probably be expected from parents with little education and language facility. The principals have requested parent groups again, stating that they can see changes in the attitudes of these parents toward the school.

It is interesting to note, too, that we had applications for employment from

professional people in the community who had become aware of PLEDGED through talking with parents whose children had benefitted from the program. These parents were obviously sold on the program to the extent of selling others.

Finally we will add the story of Robbie:

In September 1967, Robbie was starting first grade for the second time. Last year he had done so poorly that he dropped out of school "until he matured a little." He attended Headstart in the Summer of 1967 to help him prepare for school, but this was not enough. His mother appeared with him on the first day of school and belligerently demanded "What was going to happen to my child." She quizzed the principal, the teacher assigned to his class, any adult who appeared in her vicinity.

She was treated with as much kindness and understanding as could be mustered under the circumstances, but when she began appearing daily at school, patience wore thin.

Robbie started out his school year by throwing chairs at other children, grabbing and breaking pencils, pulling trays of food out of the hands of children going through the cafeteria line. He talked out of turn, would not stay in his seat and, of course, did no school work. He also kept the teacher so busy that no other child could do school work either. One teacher resigned in the first few weeks of school, one substitute quit, and it appeared that no permanent teacher could be obtained for this class. The problem of Robbie was not given as the reason for the teacher's leaving, but it was suspected as having a great deal to do with it.

Thirty some parents petitioned the director of elementary education to have this child removed from their children's class. The principal, however, stood firm. She called upon PLEDGED to come up with a plan of keeping Robbie in the school, but relieving the classroom situation so that learning could take place.

The PLEDGED administrative staff and the PLEDGED team working with the principal, school personnel and Robbie's parents, came up with a plan for Robbie.

The PLEDGED psychologist could not test him at first because of his hostile, aggressive behavior, but weekly therapy sessions were set up to see if some positive relationship could develop. In the meantime, Robbie's school day was shortened to 2 hours. The first hour during which he was quietest, he would spend in his regular first grade class, the second hour would be with the PLEDGED resource teacher.

The PLEDGED family consultant set up regular, weekly visits with the parents who were having the same sort of problems with Robbie at home.

At first it appeared that this program was not accomplishing much except to keep Robbie in school, but it did do that. However, in the therapy sessions with the PLEDGED psychologist, Robbie immediately started to develop a potentially meaningful relationship through his play.

Robbie's mother also responded more positively than expected at first. But there were no startling results until after Robbie came back from an extended Christmas vacation which he spent with out-of-state relatives. It was the first time he had been away from home. He acted up as violently as he had at school and at home, but once he returned home, his behavior changed to a pronounced degree both at home and at school.

PLEDGED can not claim credit for this transformation, but it did enable him to sustain his gains in self-control. Gradually Robbie's school day could be extended. First to include his having lunch at school, and then, a few weeks before school closed, he was staying all day. In therapy, Robbie was working out his hostile, aggressive drive so that he did not act out any longer in the classroom or at home.

His regular classroom teacher began to talk about other children in the class as giving her more trouble than Robbie.

At home, his father began to take a positive interest in him and his two older brothers could include him in their play. His mother continued to her talks with the family consultant and was able to verbalize a better understanding of

Robbie and how she could help him.

Academically, Robbie accomplished little this year. There is question about whether or not he is retarded. He was promoted to the second grade with many misgivings, but another failure was felt to be too risky and there is no ungraded primary program in the county.

During the summer the PLEDGED family consultant continued contacts with the family and provided simple materials and books for the family to use with Robbie.

It is planned that he will continue in the PLEDGED resource class program this fall.

A summary of classroom teacher rankings is presented in FSRE 68-8, as well as an interpretation of this information.

COUNTY PLEDGED

In-Patient Treatment Services for Elementary Aged Students

A strong need has been felt in Duval County for many years for in-patient treatment services for disturbed elementary school children. During the current year the PLEDGED Program, in conjunction with the Juvenile Court and other agencies has taken the lead in establishing a pilot in-patient treatment center for these children. The Juvenile Court furnishes housing and custodial care for students in the program on a twenty-four hour, seven day a week basis. Members of the PLEDGED staff take the responsibility for the education as well as providing psychotherapy for the children and counseling for the parents. Advantages of this approach are that the child is allowed to remain in his home community, there is opportunity to prepare the home situation so that gains made during the treatment of the child can be maintained on his return and there is no cost to the parents.

This program is currently in operation, but not for a sufficient time to permit any evaluation of its effectiveness.

An interesting and worthwhile by-product of this particular program is that it has resulted in the cooperation of many mental health agencies in the county which previously had, for one reason or another, experienced difficulty in working together. The Adult Mental Health Center, the Child Guidance Center, and the County Adult In-Patient Center have cooperated closely with the Court Program and provided meaningful help for it.

Sensitivity Training For Teachers

An important aspect of successful teaching emotionally disturbed youngsters

is the relationship which is developed between the teacher and the child. Attempts have been made during this year to provide the teacher with experiences which will aid him in the development of the sensitivity and self and other perception which will enable him to develop and make optimum use of the teacher - child relationship. A start was made in this direction by having one on-going therapy/discussion group for resource teachers who expressed a desire for such an experience. In addition, one complete in-service training day was spent in letting all resource teachers experience some "sensitivity training" activities. This was cooperative venture, with the Child Guidance Center which furnished two staff members to be leaders of these activities. It is hoped that during the coming year, group therapy experience will be available for all resource teachers who desire it and that regularly scheduled sensitivity training sessions for all resource teachers may be held.

The logical extension of a program of this kind is to offer such opportunities for all teachers in the school program.

FSRE 68-6

COUNTY PLEDGED

EFFECT OF TITLE I ON LEA

Has Title I had any effect, in your judgement, upon your county. If there have been any changes, particularly as they involve introduction of new programs, intradepartmental relationships and your relationships with non-public schools and Community Action Agencies, please tell us about them.

FSRE 68-6

Effect of Title I on LEA

1. PLEDGED initiated and participated in two new programs which involve the cooperative effort of other Community Agencies.

   a) The Juvenile Court Project for In-patient treatment of severely disturbed youngsters.

   b) The PLEDGED In-Service Training for Staff which was conducted jointly by PLEDGED and the local Child Guidance Clinic.

   Both of the above are described in FSRE 68-5.

2. Services of the PLEDGED Program were requested by schools outside of the PLEDGED service area.

   a) The screening of the entire first grade of a school in order to pick out children with potential problems. Children were administered the Bender-Gestalt and Peabody Picture Vocabulary Test and the parents were interviewed. Some follow up work was done with children and parents where problems seemed to exist, but this program was not evaluated because of the disruption by the teacher resignation period.

   b) At least three schools not designated for federal programs have formally requested PLEDGED Classes, but have had to be refused.

   c) Two school programs, the Reading Clinic and the Exceptional Education Program for Educable Mentally Retarded Children have requested Social Work Consultation from PLEDGED since it is the only program in the system having Social Workers with full professional training at the Master's level.

3. PLEDGED personnel served as consultants and participants in the programs of a non-public school, a state university and some community action agencies.

   a) The project for parents at Morning Star School described in FSRE 68-7.

   b) Agreement for psychological testing and work with parents of children in Headstart suspected of having potential learning problems because of retardation, physical impairment, emotional problems.

   c) The Department of Public Welfare requested that PLEDGED send a social work staff member to act as consultant for a workshop on "Working With Severly Deprived Families." This workshop was part of their In-service training program for supervisors. It met with such success that the same social worker has been requested for their next training session.

   d) The Opportunity Industrialization Center, a new program under the local Office of Economic Opportunity, also requested the services of a PLEDGED social work staff member for a workshop for training new counselors in understanding the feelings of individuals expressed in interviews.

   e) Florida A & M University at Tallahassee, Florida, requested that a social work staff member present a paper and act as a discussant on "Environmental Influences Which Effect Learning of the Disadvantaged Negro Children." This was part of the university's summer program for training teachers who are to work with disadvantaged youngsters in the 1968-69 school year. These teachers come from several other counties as well as Duval, so the influence of PLEDGED reached a wider audience.

FSRE 68-7

COUNTY_____ PLEDGED_____

NON PUBLIC SCHOOL PARTICIPATION

Evaluate the success of Title I in bringing compensatory education to non-public school children. Please include an evaluation of program quality, the timing and scheduling of programs, degree of participation, degree to which your program meets identified needs of non-public school children and the degree of joint planning with non-public school officials. (Attach additional pages if needed.)

FSRE 68-7

NON PUBLIC SCHOOL PARTICIPATION

During the 1967/1968 school year, PLEDGED contributed the services of a professionally trained social worker, one-half day a week to the Morning Star School, which is a parochial school for exceptional children operated under the auspices of the Roman Catholic Church.

The school population of about sixty children consists of neurologically impaired, mentally retarded and emotionally disturbed children.

The principal of Morning Star initiated the request for help in working with parents. A meeting to work out the details of this cooperative effort was held between the principal of Morning Star, the chief social worker of PLEDGED, and a staff social worker of PLEDGED who would be assigned to carry out the proposed work with parents.

At this meeting the PLEDGED personnel were acquainted with the total program at Morning Star and gained some insight into the problems for which help was being requested.

It was felt that if the parents could gain a better understanding of their children's behavior and how to cope with the behavior, the children would probably present less behavior problems in school and make better progress in the school situation.

It was decided that the parents would be broken up into groups according to the age of the child and the problem of the child. A definite series of meetings was planned for each group. The details of these were to be worked out between the principal and the PLEDGED staff family consultant who would serve as group leader.

The family consultant met with the principal twice before each series of meetings was started. A conference was held with the principal after each group meeting for the exchange of information about the child's behavior in school and the home situation as given by the parent.

The first group met for a series of five meetings from November 15, 1967 to December 13, 1967. This group had an average attendance of nine parents at each meeting. The second group met for a series of five meetings from January 17, 1968 to February 14, 1968, with an average of six parents at each meeting. Each meeting lasted an hour and a half, from 12:30 to 2:00 P.M.

We are providing a brief summary of this project from the combined viewpoints of the principal and the family consultant.

The parents involved in the group meetings participated very well in terms of discussion, as they recognized that their children presented problems by the very nature of their differences - mental retardation, neurological impairment, or emotional problems. These parents had many previous contacts with physicians, psychologists and social workers, but still needed help in understanding their own feelings about the child, the effect of the child's problems on relationship within the family and with other children and their parents. These aspects were discussed in the group meeting as well as ways of coping with behavior problems presented by the child.

The group meetings provided an opportunity to reduce parental feelings of guilt and uniqueness due to their growing recognition of the universality of their problems. Some knowledge of how to cope with problems was gained as much was demonstrated in the group through the sharing of experiences. The group leader provided information to fill in gaps, to correct misconceptions and when solutions could not be demonstrated from material brought out by participants. At the end of each meeting the good principles of child rearing which came out of the discussion were stressed and the main areas of parental concern were summarized. It appears that each parent perhaps gained in some way through participation in the group meeting, however, the meetings were educational due to the short duration of the series and were not planned as long-term therapy groups. The parents were told of other community resources which could provide further help if they felt the need for same.

FSRE 68-8

COUNTY PLEDGED

PROGRAM EFFECTIVENESS

Please indicate what techniques have been used to approach your Title I program goals and how effective you consider each technique to be.

GOAL		TECHNIQUE OR METHOD		EFFECTIVENESS
A.	To improve performance as measured by standardized achievement tests.	A.1	Resource Classroom	1 2 3 X 5
B.	To improve classroom performance in reading beyond usual expectations.	B.1	Resource Classroom	X 2 3 4 5
C.	To improve classroom Performance in other skills beyond usual expectations.	C.1	Resource Classroom	1 X 3 4 5
D.	To improve performance as measured by standardized tests of intellectual ability.	D.1	Resource Classroom	1 2 3 4 X
E.	To improve the verbal functioning level of the children.	E.1	Resource Classroom	1 2 X 4 5
F.	To improve the non-verbal functioning level of the children.	F.1	Resource Classroom	1 2 3 X 5
G.	To improve the children's self-image.	G.1	Resource Classroom	1 X 3 4 5
H.	To change in a positive direction the children's attitude toward school and education.	H.1	Resource Classroom	1 2 3 X 5
I.	To raise the children's occupational and/or educational aspirational level.	I.1	Resource Classroom	1 2 X 4 5
J.	To increase the children's expectations of success in school.	J.1	Resource Classroom	1 2 3 4 5*
K.	To help first graders experience, understand, and express their feelings in as healthy a manner as possible.	K.1	First Grade Project	1 2 3 4 5*
L.	To improve the children's average daily attendance.	L.1	Resource Classroom	1 2 3 X 5
M.	To improve the holding power of schools (to decrease the dropout rate.)	M.1	Resource Classroom	1 2 3 4 5**
N.	To reduce the rate and severity of disciplinary problems.	N.1	Resource Classroom	1 X 3 4 5
O.	To improve and increase the children's attention span.	O.1	Resource Classroom	1 2 X 4 5

PROGRAM EFFECTIVENESS
(Cont.)

GOAL	TECHNIQUE OR METHOD	EFFECTIVENESS
P. To improve the children's emotional and social stability and that of their families.	P.1 Resource Classroom	1 2 3 4 5

*** See 68-8a**
**** Data not mature**

1. Please rate treatment effectiveness by blacking ont the appropriate number: (1) Very Effective (2) Moderately Effective (3) Effective (4) Slightly Effective (5) No Effect

Treatment Technique	Method of Evaluation
A.1	Some improvement noted on county wide Stanford Achievement testing or Reading, Arithmetic and Language at a 4th grade level and on Reading and Arithmetic at a 5th grade level. (See respective stanine sheets, FSRE 68-11, Part II, this report. Wide Range Achievement Test functioning shows no appreciable improvement over comparison youngsters. (See Table II).
B.1	Classroom teachers in all five sample schools ranked children higher in relation to their classmates after their resource room experience. (See Table VI).
C.1	In 4 of the sample schools rankings were higher for this variable after resource room experience. In the remaining school ranking remained unchanged. (See Table VI),
D.1	No overall improvement found on overall Otis functioning (Table III) or on the Columbia Mental Maturity or Peabody (Table V). These results are discussed more fully under E.1 and F.1 below.
E.1	The pattern here varies both between racial groups and between instruments used in predominately white schools significant (P.025) gain on Otis verbal items was seen in one of the three schools (Table III), and significant (P.005, P.05) gain on Binet vocabulary performance in two of the three schools (Table IV). No significant gain was observed in either predominately Negro school.
F.1	Here as in E.1 the results are complex with differential patterns being seen between races and contridictory findings between instruments. No significant gains were observed in predominately white schools. In one of the predominately Negro schools a significant (P.025) increase in Columbia Mental Maturity functioning was obtained (Table V). On the non-verbal Otis items, both predominately Negro schools showed significantly less improvement than the comparison group (Table III).
G.1	Results here are clearcut with respect to Negro students. In grades 1-3 a significant increase (P.03) is shown in Personal Adjustment on the CTP; in grades 4-6 a significant increase (P.002) is observed in the area of Sense of Personal Worth. Findings are less clear with respect to white students. Fourth through sixth graders do show a significant increase (P.02) in the area of Sense of Personal Freedom. (See Table I).
H.1	Teacher rankings here show an improvement in two of the three predominately white schools and are of the two predominately Negro schools. The two remaining schools show lowered rankings on this variable (Table VI).
I.1	Significant increase in stated educational aspiration level was observed in one of the three predominately white schools (P.005) and for the combined Ss of the predominately Negro schools (Table IV). Occupational aspiration findings are presented in Table VII broken down by race and sex. Interesting racial and sexual differences are present, but no meaningful pre-post changes are apparent.

Treatment Technique	Method of Evaluation
J.1	The self report form devised to measure this variable proved unreliable. No acceptable measures in this area were obtained.
K.1	The teacher crisis within the county during this year resulted in the postponement of the First Grade Project.
L.1	In four of the five project schools average daily attendance was higher than average daily attendance for the respective overall school population. (See Table IX).
N.1	Classroom teachers in all five sample schools ranked children higher in classroom behavior in relation to their peers after resource room experience. (See Table VI).
O.1	The two measures of the variable show good agreement. Improvement in teacher ranking is evident in two of the three predominately white schools (Table VI). These same schools show significant (P .025, .005, Table V) improvement on the Digit Span test. None of the three remaining schools show particular improvement on either measure. One of the predominately Negro schools shows a large drop in teacher rating on this variable.
P.1	See Table I. In addition to the finding discussed in G.1 above, significant improvement was shown in Freedom from Nervous Symptoms (P.0212) in white first through third graders and in Freedom from Withdrawal Tendencies (P.0045) and Family Relations (P.0436) in Negro first through third graders. It should also be noted that fourth through sixth graders show a significant drop (P.384, .0068) in Family Relations for both racial groups. This finding parallels clinical observation of behavior frequently observed in children in middle to late stage of successful psychotherapy.

OVERALL EXPERIMENTAL DESIGN

The general design of this study is of the pre-treatment and post-treatment type. In those instances where psychological tests thought to be sensitive to practice effect were used, normal comparison groups were chosen from project schools in an attempt to control for this factor. All children were tested as soon as possible after being placed in the resource classroom and retested as late as possible during the regular school year.

Tests used:

1. California Test of Personality
2. Wide Range Achievement Test
3. Otis Alpha
4. Stanford-Binet, Form L-M Vocabulary Subtest
5. Columbia Mental Maturity Test
6. Peabody Picture Vocabulary Test
7. Wechsler Intelligence Test for Children, Digit Span Subtest

In addition to the formalized testing, the classroom teachers of the project children were asked to rank their classes on the following variables: Classroom Performance in Reading, Classroom Performance in Other Academic Areas, Positive Attitude Towards School, Attention Span, and Classroom Behavior. Each child was asked to fill out a questionnaire relating to educational and occupational aspiration level and expectancies regarding adequacy of school performance. A copy of the student questionnaire and the teacher ranking sheet may be found in Appendix I.

Analysis of Data

California Test of Personality Results

Because markedly different forms of this instrument are used at different levels the analysis here was made on a basis of grades 1-3, and grades 4-6. Since previous personality testing utilizing the House Tree Person technique had indicated racial differences, the California Test of Personality findings were also analized by racial groups. The number of children showing an increase or a

decrease on the various adjustment scores of the California Test of Personality were tabulated and these differences were tested for significance by the Sign Test.[1] The results of this analysis are presented in Table I.

Other Psychological Tests

Sampling techniques were utilized in the analysis of these tests. Three predominately white and two predominately Negro resource schools were randomly selected from the total resource school population. Changes in pre- and post-treatment test raw scores were then compared with respective comparison groups. This data was analized by means of Simple Randomized Analysis of Varience.[2] The results of these analyses are presented in Tables III through V.

Teacher rankings were analized by obtaining the average differences in position between the pre- and post-treatment rankings, and then transforming these rankings to a theoretical class size of 35 in order to facilitate interpretation. These results are presented in Table VI.

The educational aspiration level data was treated in the same general way as the California Test of Personality material and the same statistical technique was applied. These results are presented in Table VII.

Table VIII lists the stated occupational aspiration broken down by sex and race.

The information in Table IX was obtained by comparing attendance records within the resource rooms with attendance data on these schools as a whole.

1. Nonparametric Statistics for the Behavioral Sciences, Seigal, Sidney; McGraw-Hill; New York, 1956, pages 68-75.

2. Design and Analysis of Experiments in Psychology and Education, Lindquist, E. F.; Haughton, Mifflin; New York, 1953, pages 47-107

Table I
California Test of Personality

White Ss, Grades 1 - 3

Area	Mean no. showing change in Adjustment Score: Increase	Decrease	z	P
1.F. Freedom from Nervous Symptoms	44	26	2.03	.0212

Negro Ss, Grades 1 - 3

1. Personal Adjustment	50	32	1.88	.0301
1.E. Freedom from Withdrawal Tendencies	47	24	2.61	.0045
2.B. Social Skills	44	24	2.30	.0107
2.D. Family Relation	36	22	1.71	.0436

White Ss, Grades 4 - 6

1.C. Sense of Personal Freedom	73	50	1.98	.0239
2.D. Family Relation	55	69	1.17	.0384

Colored Ss, Grades 4 - 6

1.B. Sense of Personal Worth	78	46	2.71	.0027
2.D. Family Relations	57	71	2.47	.0068

Test Data: Means of pre- and post-treatment differences in raw scores with associated F's, and t's. (Schools A, B, and C are randomly selected white project schools; D and E randomly selected Negro project schools. X and Y are comparison white and Negro schools respectively.

Table II
Wide Range Achievement Test

WRAT:	X	Y	A	B	C	D	E
Reading	5.0	13.5	5.6	4.8	-1.56	-2.2	1.5
Spelling	8.3	15.4	7.2	.2	9.9	3.9	.0
Arithmetic	6.0	-18	5.1	2.7	.1	-.8	1.21

Table III

	School								
Otis Alpha:	X	Y	A	B	C	D	E	F-ratio	P
Verbal	2.0		.6	6.7	11.0[1]			4.39	.05
Verbal		.2				-.8	6.8	2.58	NS
Non Verbal	.8		1.1	3.2	.7			____	NS
		13.0				-1.0[2]	3.9[3]	7.89	.05

1. X-C comparison: t=2.33, P .025
2. Y-D comparison: t=3.89, P .005
3. Y-E comparison: t=2.80, P .01

Table IV

	School								
	X	Y	A	B	C	D	E	F-ratio	P
Binet Vocab.	.7		4.8[1]	-.2	2.3[2]			7.40	.01
Binet Vocab.		.6				1.6	.8	____	NS

1. X-A comparison: t=3.75, P .005
2. X-C comparison: t=1.74, P .05

Table V

	School								
	X	Y	A	B	C	D	E	F-ratio	P
CMMS	2.0		8.8	4.8	2.7			----	NS
CMMS		3.5				10.2[1]	2.5	4.86	.05
Peabody		1.8				.2	7.7	2.50	NS
Digit Span	0		2.3[2]	1.4[3]	1.1			3.90	.05
Digit Span	1.6					1.1	.4	2.86	NS

1. Y-D comparison: t=2.38, P .025
2. X-A comparison: t=3.35, P .005
3. X-B comparison: t=2.16, P .05

Table VI

Average improvement in Ranking by classroom teacher (Based on a theoretical class size of 35)

Area Ranked	School					Subjects	
	A	B	C	D	E	White	Negro
Classroom: Reading	5	2	2	3	4	3	3.5
Classroom: Other Academic Areas	6	3	0	3	2	3	2.5
Positive Attitude Toward School	2	4	-2	-3	4	1.3	.5
Attention Span	2	3	0	1	-5	1.7	-2
Classroom Behavior	5	1	3	2	3	3	2.5

TABLE VIII

Stated Occupational Aspiration
White Boys

	Pre-test		Post-test
1.	Mechanic	1.	Policeman
2.	Policeman	2.	Fireman
3.	Fireman	3.	Baseball Player
4.	Serviceman	4.	Truck Driver
5.	Doctor	5.	Football Player
6.	Carpenter	6.	Race Driver
7.	Car Racer	7.	Singer
7.	Astronaut	8.	Doctor
9.	Artist	9.	Mechanic
10.	Pilot	10.	Air Force
11.	Truck Driver	11.	Astronaut
12.	Scientist	12.	Scientist
13.	Shipyard Worker	13.	Secret Agent
14.	Detective	14.	Soldier
15.	Gas Station Attendant	15.	Detective
16.	Teacher	16.	Boxer
17.	Baseball Player	17.	Carpenter
18.	Drive Earth Moving Equipment	18.	Farmer
19.	Engineer	19.	Lawyer
20.	Farmer	20.	Car Salesman
21.	Fisherman	21.	Drive Earth Moving Equipment
22.	Football Player	22.	Fisherman
23.	Janitor	23.	Gardner
24.	Lawyer	24.	Ambulance Driver
25.	Mailman	25.	Archeaologist
26.	Salesman	26.	Astronomer
27.	Cab Driver	27.	Bookbinder
28.	Factory Worker	28.	Businessman
29.	Fighter	29.	Coast Guard
30.	Hunter	30.	Engineer
31.	Warehouse Worker	31.	Hunter
32.	Architect	32.	Milkman
33.	Bus Driver	33.	Navy
34.	Butcher	34.	Railroad Man
35.	Clerk	35.	Salesman
36.	Dentist	36.	Shipyard Worker
37.	Horse Racer	37.	Stunt Driver
38.	Milkman	38.	Tree Surgeon
39.	Plumber	39.	Basketball Player
40.	Ship's Captain	40.	Cab Driver
		41.	Clerk
		42.	Gas Station Attendant
		43.	Music Teacher
		44.	Psychiatrist
		45.	Pulpwooder
		46.	Teacher
		47.	Telephone Man
		48.	Writer

Table VII

Mean stated educational aspiration level, 1=6th grade, 2=9th grade, 3=12th grade, 4=college.

A		B		C		D		E	
Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
3.3	3.9	3.8	3.6	3.6	3.3	3.7	3.8	3.7	4.0

Change and direction of change in stated educational aspiration level. (+=increase; -=decrease)

	School									
	A		B		C		D		E	
	+	-	+	-	+	-	+	-	+	-
	8	0	0	2	3	6	6	2	6	0
Probability	.004*		—		.254		.145		.016*	

	White Ss		Negro Ss	
	+	-	+	-
	11	8	12	2
Probability	.324		.019*	

TABLE VIII

Stated Occupational Aspiration
White Boys

	Pre-test		Post-test
1.	Mechanic	1.	Policeman
2.	Policeman	2.	Fireman
3.	Fireman	3.	Baseball Player
4.	Serviceman	4.	Truck Driver
5.	Doctor	5.	Football Player
6.	Carpenter	6.	Race Driver
7.	Car Racer	7.	Singer
7.	Astronaut	8.	Doctor
9.	Artist	9.	Mechanic
10.	Pilot	10.	Air Force
11.	Truck Driver	11.	Astronaut
12.	Scientist	12.	Scientist
13.	Shipyard Worker	13.	Secret Agent
14.	Detective	14.	Soldier
15.	Gas Station Attendant	15.	Detective
16.	Teacher	16.	Boxer
17.	Baseball Player	17.	Carpenter
18.	Drive Earth Moving Equipment	18.	Farmer
19.	Engineer	19.	Lawyer
20.	Farmer	20.	Car Salesman
21.	Fisherman	21.	Drive Earth Moving Equipment
22.	Football Player	22.	Fisherman
23.	Janitor	23.	Gardner
24.	Lawyer	24.	Ambulance Driver
25.	Mailman	25.	Archeaologist
26.	Salesman	26.	Astronomer
27.	Cab Driver	27.	Bookbinder
28.	Factory Worker	28.	Businessman
29.	Fighter	29.	Coast Guard
30.	Hunter	30.	Engineer
31.	Warehouse Worker	31.	Hunter
32.	Architect	32.	Milkman
33.	Bus Driver	33.	Navy
34.	Butcher	34.	Railroad Man
35.	Clerk	35.	Salesman
36.	Dentist	36.	Shipyard Worker
37.	Horse Racer	37.	Stunt Driver
38.	Milkman	38.	Tree Surgeon
39.	Plumber	39.	Basketball Player
40.	Ship's Captain	40.	Cab Driver
		41.	Clerk
		42.	Gas Station Attendant
		43.	Music Teacher
		44.	Psychiatrist
		45.	Pulpwooder
		46.	Teacher
		47.	Telephone Man
		48.	Writer

TABLE VIII (continued)

Stated Occupational Aspiration
Negro Boys

	Pre-test		Post-test
1.	Policeman	1.	Policeman
2.	Doctor	2.	Postman
3.	Fireman	3.	Fireman
4.	Teacher	4.	Teacher
5.	Truck Driver	5.	Lawyer
6.	Milkman	6.	Doctor
7.	Bus Driver	7.	Minister
8.	Clerk	8.	Businessman
9.	Football Player	9.	Truck Driver
10.	Lawyer	10.	Basketball Player
11.	Astronaut	11.	Domestic
12.	Baseball Player	12.	Football Player
13.	Factory Worker	13.	Astronaut
14.	Mailman	14.	Baseball Player
15.	Mechanic	15.	Storekeeper
16.	Minister	16.	Banker
17.	Serviceman	17.	Cosmotologist
18.	Basketball Player	18.	Factory Worker
19.	Businessman	19.	Gas Station Attendant
20.	Cook	20.	Scientist
21.	Engineer	21.	Serviceman
22.	Scientist	22.	Baker
23.	Typist	23.	Cab Driver
24.	Hustler	24.	Mechanic
25.	Pilot		
26.	Plumber		
27.	Salesman		
28.	Sailor		

TABLE VIII (Cont'd)

Stated Occupational Aspiration

White Girls

Pre-test	Post-test
1. Teacher	1. Teacher
2. Artist	2. Nurse
3. Nurse	3. Housewife
4. Dancer	4. Artist
5. Doctor	5. Singer
6. Actor's Wife	6. Stewardess
7. Actress	7. Movie Star
8. Pianist	8. Secretary
9. Singer	9. Dancer
10. Factory Worker	10. Factory Worker
11. Horse Rancher	11. Vet
12. Seamtress	12. Waitress
13. Stewardess	13. Princess
14. Babysitter	14. Seamtress
15. Cook	15. Bookkeeper
16. Mechanic	16. Doctor
17. Secretary	17. Insurance Salesman
	18. Queen
	19. Run A Nursery
	20. Scientist

Stated Occupational Aspiration

Negro Girls

Pre-test	Post-test
1. Teacher	1. Teacher
2. Nurse	2. Nurse
3. Secretary	3. Beautician
4. Housewife	4. Doctor
5. Cook	5. Secretary
6. Beautician	6. Cook
7. Clerk	7. Dietician
8. Telephone Operator	8. Government Worker
9. Airline Stewardess	9. Principal
10. Doctor	10. Storekeeper
11. Policeman	11. Clerk
12. Principal	12. Housewife
	13. Maid

Table IX

Average Daily Attendance

	Schools				
	A	B	C	D	E
Resource Room	94	96	92	92	96
Total School	93	94	95	91	94

FSRE 68-9

COUNTY Duval PLEDGED

TITLE I ACTIVITY PARTICIPATION AND COST FOR 1967-68
SCHOOL YEAR
(Include 1968 Summer Session)

ACTIVITY (1) (Name)	Total Cost of Activity (2)	Total No. of Partic-ipants	Cost per Participant
Resource classroom approach			
to the treatment of			
emotionally disturbed and			
socially maladjusted			
children	$483,665.41	1055	$458.45

(1) By Activity we are referring to a particular treatment process, technique or method (as listed on FSRE 68-8) aimed at approaching some stated goal. For example if your program goal was reading improvement then small group reading instruction and reading laboratories would each be listed as separate activities.

(2) When calculating total cost of each activity please do not include or pro-rat the cost of central administration. (Federal Budget Category 100)

FSRE 68-10

COUNTY PLEDGED

MOST PRESSING EDUCATIONAL NEEDS

Please rank below the five most pressing educational needs in your county.

(Rank 1= greatest need) For each of these needs use specific data to indicate basis upon which need was determined.

RANK	
1.	Need: Readiness in basic skills Method of Determination: Test results
2.	Need: Development and improvement of self concept Method of Determination: Staff consultations
3.	Need: Development of individual value systems Method of Determination: Staff consultation
4.	Need: Improving cognitive processes Method of Determination: Staff consultation
5.	Need: Improvement of educational aspiration and goals Method of Determination: Project evaluation

QUESTIONNAIRE FOR PLEDGED PROJECT STUDENTS

Name _____

Birthdate _____

Grade _____

Date _____

Read the following questions and alternatives, and mark or list the child's response.

1. What do you want to be when you grow up? (List in order the responses given.)

   1. _____

   2. _____

   3. _____

2. If you could do just what you wanted to do, how far would you go in school?

   _____ 1. 6th grade

   _____ 2. 9th grade

   _____ 3. 12th grade

   _____ 4. College

3. How well do you think you will do in school this year. (Check all to which child responds positively.)

   _____ 1. Pass.

   _____ 2. As well as you want to do.

   _____ 3. As well as your teacher wants you to do.

   _____ 4. As well as your parents want you to do.

In order to develop effective educational treatment methods for children with emotional or social problems, it is very important to be able to measure in some way the effects of our program on children. Since you, the classroom teacher are the person in the school most closely involved with the child and his education, we are asking that you give the following information on _____ (full name).

We are requesting that you rank your classes according to the areas mentioned below and tell us the relative position of _____ (first name) in each area. A ranking of 1 out of 37 on classroom performance in reading, for example, would indicate that this child is the best reader in the class. A ranking of 30 out of 37 would indicate that this child reads <u>less</u> well in class than 29 out of the children in the class, etc.

The information which we desire now is the position of the child at the time he entered the resource class. In the spring, or whenever the child is withdrawn from the resource class, we will ask you to again rank the child so that we may evaluate any growth which has occured.

Number of children in class _____.

1. Classroom performance in reading.
   Rank of child. _____

2. Classroom performance in other subject areas.
   Rank of child. _____

3. Positive attitude toward school and education.
   Rank of child. _____

4. Rate and severity of disciplinary problems.
   Rank of child. _____

5. Attention span, ability to focus and maintain attention on classroom tasks.
   Rank of child. _____